DOCUMENT RESUME

ED 032 499 AC 005 445

By-Briley, Mollye Hughes

A Study of the Interpersonal Value Orientations of Extension Homemakers in Robeson County, North Carolina.

North Carolina Univ., Raleigh. N.C. State Univ.
Pub Date 68
Note-71p.; M. Ed. Thesis.
EDRS Price MF-$0.50 HC-$3.65
Descriptors-Age Differences, American Indians, Analysis of Variance, Caucasians, Educational Background, Ethnic Groups, *Extension Agents, Family Status, *Homemaking Education, Income, *Individual Characteristics, Masters Theses, Negroes, *Personality Assessment, Research, *Values
Identifiers-Cooperative Extension Service, Gordons Survey of Interpersonal Values, North Carolina

This study investigated interpersonal value orientations (Support, Conformity, Independence, Benevolence, Leadership, and Recognition) of 267 Extension homemakers in Robeson County, North Carolina, and the relationship of these orientations to age, educational level, income, years in club work, family size, and ethnic group. Data were obtained from the homemakers (whites, Negroes, and Indians) by an information sheet and Gordon's Survey of Interpersonal Values. These were among the findings and conclusions: (1) although the homemakers were varied in orientations, the total group and 911 subgroups ranked benevolence highest; (2) in the interaction of value orientations with other factors, 14 of the 36 associations were statistically significant at the .001, .01, or .05 level; (3) there was some similarity between mean scores of ethnic groups, but much variation within groups; (4) in the Extension Service, where the group approach is used to achieve learning and a continuing relationship exists between the Extension homemakers and Extension agents, it might be desirable to use Gordon's Survey of Interpersonal Values as a guidance and counseling instrument. (author/ly)

EDO 32499

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A STUDY OF THE INTERPERSONAL VALUE ORIENTATIONS OF EXTENSION HOMEMAKERS IN ROBESON COUNTY, NORTH CAROLINA

Mollye Hughes Briley

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ABSTRACT

BRILEY, MOLLYE HUGHES. A Study of the Interpersonal Value Orientations of Extension Homemakers in Robeson County. (Under the direction of GEORGE DARRELL RUSSELL.)

The purpose of this research was to determine the interpersonal value orientations of Extension homemakers and the relationship of the interpersonal value orientations to selected personal-social factors. Specific objectives were to (1) determine the interpersonal values of the Extension Homemakers; and (2) determine the relationship of the interpersonal value orientations of "support," "conformity," "independence," "benevolence," "leadership" and "recognition" and personal-social factors of age, educational level, income level, years in club work, family size and ethnic group.

Data used in this study were gathered by the Home Economics Agents in Robeson County in June 1967. A total of 267 Extension homemakers participated in the study. Data were collected by means of a self administered two-part questionnaire. The first part was an Information Sheet designed to get personal-social information. The second part was Gordon's Survey of Interpersonal Values.

Extension homemakers of the three ethnic groups: Whites, Negroes and Indians were chosen for this study to gain an insight into their interpersonal value orientations and the relationship of certain personal-social factors.

The major statistical methods used to analyze the data included calculations of percentages, means, frequency distributions, standard deviations and chi-square values. The chi-square test was used to

determine the statistical significance of relationship among variables. The .001, .01 and .05 levels were considered to be significant.

The Extension homemakers were rather heterogeneous in their interpersonal value orientations. However the total group and 911 sub-groups ranked the interpersonal value orientation of "benevolence" highest. There was a slight variation in the ranking of the five other interpersonal value orientations. While there is some similiarity between mean scores of the ethnic groups there is a good deal of variation within groups as is evidenced by the fairly large standard deviations.

In the interaction of Extension homemakers interpersonal value orientations and the six personal-social factors significant associations were demonstrated in 14 out of 36 associations among the variables.

It is important that Extension agents understand the values of the homemakers for whom they furnish leadership in order that they may appreciate the patterns of their social behavior as well as plan for desirable behavioral changes.

In the Extension Service where the group approach is used to effect learning and a continuing relationship exists between the Extension homemakers and the agents it might be desirable to use Gordon's Survey of Interpersonal Values as a guidance and counseling instrument.

A STUDY OF THE INTERPERSONAL VALUE ORIENTATIONS OF EXTENSION HOMEMAKERS IN ROBESON COUNTY, NORTH CAROLINA

by

MOLLYE HUGHES BRILEY

A thesis submitted to the Graduate Faculty of
North Carolina State University at Raleigh
in partial fulfillment of the
requirements for the Degree of
Master of Education

DEPARTMENT OF ADULT EDUCATION

RALEIGH

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APPROVED BY:

Chairman of Advisory Committee

BIOGRAPHY

Mollye Hughes Briley was born and raised on a tobacco farm in Orange County, North Carolina. She is one of the twelve children of Mr. and Mrs. Bennie Hughes. She graduated from Hillsborough High School in 1943.

The author received her Bachelor of Science degree in Home Economics from Bennett College, Greensboro, North Carolina in 1949.

For the past fifteen years the author has been a member of the staff of the North Carolina Agricultural Extension Service, serving as Assistant Home Economics Extension Agent from 1951 to 1953 and as Home Economics Extension Agent since 1953.

In the summer of 1964 the author was awarded the Sears and Roebuck Scholarship and attended a Human Relations and Human Development Workshop at Colorado State University. In the fall of 1966, the author received an Agricultural Foundation Assistantship and a study leave to pursue a Master's Degree in Adult Education.

The author married George H. Briley in 1955. They have a daughter, Angela Vernet.

ACKNOWLEDGEMENTS

The author wishes to express her sincere appreciation to the following, without whose help this thesis could never have been written:

To the Administration of the North Carolina Agricultural Extension Service for a period of leave in which to pursue such interests as this study, and especially to Dr. Edgar J. Boone for his interest, guidance and counsel in the progress of her graduate program;

To the staff of North Carolina State University, from whose counsel the author has been privileged to benefit, and especially to Dr. George D. Russell of that staff who has been a patient and contributing advisor, along with other committee members, Drs. Emily H. Quinn and Joseph R. Clary;

To the members of the Robeson County Extension Staff, who aided in the collection of the data for this study and who have managed other matters so well in the absence of the author;

To the subjects of the study who willingly cooperated in a most genuine manner;

And to the author's husband, George, and her daughter, Angela, who made numerous personal sacrifices so that this study might become a reality.

TABLE OF CONTENTS

Page

LIST OF TABLES vi

INTRODUCTION 1

Purpose of the Study 4
Background Information and Statement of Problem. 6
Objectives and Hypotheses of the Study 9
Methods and Procedures in Brief. 10

Population 10
Instruments. 11
Pretesting the Instrument. 11
Collection of Data 11
Analysis of Data 11

REVIEW OF THE LITERATURE AND THEORETICAL CONCEPTS. 13

Values and Value Orientations. 13
Classification of Value Orientations 19
The Measurement of Values. 22
Summary. 24

THE PROCEDURES OF THE STUDY. 25

Introduction 25
Assumptions. 25
Selection of the Instrument. 26
Selection of the County. 29
The Study Population 30
Instructions to the Administrators of the Instruments. 30
Maintaining Surety of Responses. 30
Administration of the Instruments. 31
Tabulation 32
Statistical Analysis 32

FINDINGS OF THE STUDY. 34

Introduction 34
Personal-Social Characteristics of the Respondents 34

Age. 34
Ethnic Group 35
Level of Formal Education. 35
Income Level 36
Family Size. 36
Years in Club Work 37

TABLE OF CONTENTS (continued)

Page

The Six Interpersonal Value Orientations of Extension Homemakers 37
Relationship Between Personal-Social Factors and the Six Interpersonal Value Orientations of the Extension Homemakers 41

Age. 44
Educational Level. 44
Income Level 44
Family Size. 44
Years in Club Work 44
Ethnic Group 44

Summary. 45

SUMMARY, CONCLUSIONS, IMPLICATIONS AND RECOMMENDATIONS 46

Introduction 46
Objectives and Hypotheses of the Study 46

Objectives 46
Hypotheses 47

Study Procedure. 48
Summary of the Findings. 48

Personal-Social Factors. 49
The Six Interpersonal Value Orientations of Extension Homemakers 49
Relationship Between Personal-Social Factors and Interpersonal Value Orientations 50

CONCLUSIONS. 53

IMPLICATIONS AND RECOMMENDATIONS 55

LIST OF REFERENCES 56

APPENDICES 60

Appendix A. Glossary of Terms 61
Appendix B. Instructions to the Administrators of Instruments 63
Appendix C. Information Sheet 67

LIST OF TABLES

Page

1. Robeson County Extension Homemakers Classified by Age. 34
2. Robeson County Extension Homemakers Classified by Ethnic Group. 35
3. Robeson County Extension Homemakers Classified by Level of Formal Education. 35
4. Robeson County Extension Homemakers Classified by Income Level 36
5. Robeson County Extension Homemakers Classified by Family Size 36
6. Robeson County Extension Homemakers Classified by Tenure as Club Members 37
7. Mean Scores and Rank Order Preferences for The Six Inter-Personal Value Orientations According to The Three Sub-groups of Robeson County Extension Homemakers 39
8. Mean Scores and Standard Deviations for The Six Interpersonal Value Orientations for The Total Population and The Three Sub-groups of Robeson County Extension Homemakers. 40
9. Chi Square Values for Associations Between Independent and Dependent Variables Among The Total Group of Robeson County Extension Homemakers. 42
10. Statistically Significant Associations Between Six Personal-Social Factors and Six Interpersonal Value Orientations of The Total Group of Robeson County Extension Homemakers 43
11. Rank Order Preferences and Standard Deviations for The Six Interpersonal Value Orientations for The Total Population and Three Sub-groups of Robeson County Extension Homemakers. . 51
12. Statistically Significant Associations Between Six Personal-Social Factors and Six Interpersonal Value Orientations of Robeson County Extension Homemakers. 52

INTRODUCTION

At the present time there is a wide agreement among adult educators concerning the principles that knowledge of the learner and information about his values, interests and needs must be the basis for an adult education program. The Cooperative Extension Service is an example of an organization whose adult educators recognize these principles, and endeavor to do something about them. It has built into its organizational structure a programming process that is "people oriented" and uses the clientele's values, needs, and interests as some of the sources of decisions for sound educational objectives. Studies of the clientele to be reached constitute a major reference source of Extension objectives.

Tyler (1950) defines education as a process of changing the behavior patterns of people. This definition includes thinking, feeling, and overt action. The Cooperative Extension Service views education as changes in behavior and gears its programs to bring about change. Hence, it is imperative that the clientele be identified and their behavior patterns determined to formulate objectives. These behavior patterns would include practices of the clientele group and their knowledge, ideas, attitudes, values and expressed needs.

Acceptance of these principles implies that anyone who is concerned with planning adult education programs must find systematic and reliable procedures for discovering the interpersonal value orientations of adults. Especially is this technique necessary when the group approach is used in educational programs. It is reasoning of this nature which gave direction to this study.

More specifically, this study is concerned with the interpersonal value orientations of the membership of the Extension homemakers' clubs in Robeson County and factors associated with their value orientations. The procedure used in this study might be beneficial to other Extension workers in planning programs for similar groups.

The Extension homemakers' clubs are an integral part of the national system of Cooperative Extension Work in Agriculture and Homemaking in which the United States Department of Agriculture, state land grant colleges and counties cooperatively participate.

The clubs include homemakers within a delineated neighborhood or community, organized for the purpose of participating in the Home Economics Program of the Agricultural Extension Service.

The programs of these groups are highly variable, yet the duties, responsibilities and problems of homemakers are often similar and the group method of teaching is both effective and efficient. Although the major emphasis in the Extension homemakers' clubs program is upon homemaking, club members and local leaders throughout are also concerned with community improvement requiring cooperative efforts.

Extension research (Wilson and Gallup, 1955) has shown that the method of teaching through the Extension homemakers' clubs has been especially successful where the information presented was applicable to the solution of problems common to all families. Since much home economics subject matter is especially adapted to the group method of teaching, a large part of home economics information is presented through the homemakers' clubs. Wilson and Gallup (1955, p. 44) further elaborated this point when they stated that:

> "Home economics subject matter taught by method demonstration (group method) accounted for 47 percent of the practices adopted, in striking contrast to the 8 percent of agricultural practices associated with this method of instruction."

Goodenough (1963, p. 87) gave the researcher encouragement for the study of values when he said:

> "We start with the obvious fact that people do not value everything in the same way or to the same degree. People who have grown up under similar conditions, to be sure, are likely to show less differences in the personal sentiments than are persons of disparate backgrounds. They will have developed their value orientations with respect to a common range of objects and events. Everyone will have evaluated the same thing in relation to much the same other thing. Although they may end up ranking them somewhat differently, there will be a number of things that all will view positively and a number of things that all will find repellent."

For any community or group, then, there will be some interpersonal value orientations that are common to personal sentiments of virtually everyone within it. These interpersonal value orientations help to promote awareness of common sentiments which, in turn, help to give people that mutual identity without which there is no social group.

The major hypothesis of this study is that the interpersonal value orientations of Extension homemakers are heterogeneous in Robeson County as measured by the Gordon's Survey of Interpersonal Values.

A review of the literature in section two suggests that there are differences in interpersonal value orientations among Extension homemakers. Another hypothesis of this study is that interpersonal value orientations among Extension homemakers will vary according to personal-social factors of age, ethnic group, income level, educational level, size of family and tenure in Extension homemakers' clubs. It was felt

that these variables would be important bases for comparison in such programs as Home Economics Extension work where the age range of the membership is quite wide, educational level varies, income level differs, family size and years in club work exhibit divergence, and yet the clientele have common problems.

It seems reasonable, then, that if the extension home economics agents were to know more about the individuals for whom activities were being planned, there would, in turn, be greater results in the rapidity of change among the clientele. If there were more knowledge of the interpersonal value orientations of the Extension homemakers, activities and programs could be planned in light of what they value. Further, an awareness of these interpersonal value orientations could equip the Extension home economist with a knowledge of value systems, thereby giving clues as to how to provide educational experiences to inculcate desirable changes in behavior. It would be useful to discover the value categories of the membership to see if there is mutuality among the group.

Purpose of This Study

The major purpose of this study was to determine the interpersonal value orientations of Extension homemakers in Robeson County and factors associated with their value orientations. Knowledge of the interpersonal value orientations can be very valuable to the adult educator in providing scientific evidence to aid in understanding and predicting group behavior.

The values and attitudes that people possess have a definite impact on the rate of change within the group. For example, Sanders (1966, p. 354) states:

> "People who value security are more resistant to change than those who are willing to take risks."

Lionberger (1960) further theorized that the individuals in any clientele group move through the adoption process at different rates of speed. At any given point in the teaching process, the adult educator will find members in a group in all five stages. Beal and Bohlen (1955) described these stages as (1) awareness, (2) interest, (3) evaluation, (4) trial, and (5) adoption. It seems likely that people with different values will move through the adoption process at different speeds.

Robeson County Extension homemakers were selected as subjects for this study because they have been of interest to the researcher for the past fifteen years.

The county Extension home economics agents have primary responsibility for affecting an educational program designed to improve the social, economic and cultural status of the people in their respective counties. They serve as links in transmitting technical information from the state land grant institutions to the people in the counties.

In order to be effective adult educators, it is necessary that they know the clientele whom they are leading.

Boone[1/] purports that:

> "Successful program action is related to ability of staff to delineate audiences (using attributes such as goals, values, attitudes, age, income, education), initiate, legitimize and motivate action and provide learning experiences which allow learners to carry on new behavior, get reinforcement in learning and satisfaction from learning."

[1/] E. J. Boone, 1966. Glossary of Terms Concepts and Generalizations, p. 12. Unpublished Mimeograph for Education 503. North Carolina State University, Raleigh, N. C.

The adult educator must know and understand the immediate reality of the group with whom he is working and work intelligently in terms of it.

Moe states that the attempts of professional workers to introduce new ideas and practices have been successful only insofar as they have been able to interpret and rationalize the ideas and practices into the cultural context of the particular people with whom they work. The professional worker who considers these conditions will be more successful than those who do not recognize them.

Another quote of Moe's[2/] that was congruent with this study is as follows:

> "The greater the impact of information about new ideas and practices, the more likely the new idea will be accepted, but, in addition, the impact itself is even greater when information has been rationalized with existing practices, attitudes, values, status and security systems."

Findings from this study gave indication of interests and values of the Extension homemakers in Robeson County. These findings may be used as a basis for county and state Extension workers to become knowledgeable about the clientele for whom they are providing leadership. The procedure used in this study may serve as a basis for further research among Extension homemakers to see if there is homogeneity among active Extension homemakers and those homemakers not presently members of such groups.

Background Information and Statement of Problem

The Extension homemakers represent a small percentage of the total homemakers in Robeson County, but these women are designated as leaders

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[2/] E. D. Moe, 1955. Some Principles in Acceptance of Farm Practices, p. 10. Unpublished Mimeograph. North Carolina State University, Raleigh, N. C.

in clubs, schools, and religious organizations. This gives an exigence to the Extension homemaker to stay abreast and aware of information that will affect family and community living.

One of the most common methods of reaching the Extension homemaker is through the organized Extension homemakers' clubs. Membership in these clubs is made up of three racial groups, Indians, Negroes, and Whites. These clubs are organized in communities in each township and hold monthly meetings in the homes of different members, at schools, churches and community houses. They elect officers and appoint leaders annually for various projects related to the county Extension program. Time is alloted for observation and training of leaders and officers to perform their duties. Different club members are elected to office positions at each election, thereby giving each member the opportunity to learn and serve.

The executive board, made up of all officers of the various clubs, cooperates with the home economics agent in divising ways and means of arousing interest in better home and community living for families in the county.

When planning a county program of work, club members are given the opportunity to think through their own farm and home situations, analyze problems, and make suggestions for the solution of family and community problems. From these suggestions and those of the Extension specialist and other resources, the county program is formulated.

The aggregate of county Extension programs constitutes the current state program. County Extension programs are based on problems presented by representative people. Progress towards the solution of these problems can be measured in terms of stated objectives.

The focus of this study was on the active Extension homemaker who attends and meets with her local club. The concern of this study was to determine the interpersonal value orientations of Extension homemakers and personal-social factors associated with their value orientations.

The Extension homemaker operates in a group setting. These groups of homemakers, working together, verify the point that Pfiffner and Sherwood (1960, p. 30) made when they stated:

> "Man has been able to accomplish much more through organized group effort than by working alone. Inherent in all groups are conflict and opportunities for cooperation that individuals themselves experience when striving to achieve fulfillment of their interest through pooling resources and correlating efforts."

The home economics agents attest to the fact that homogeneous groups give homemakers the feeling of belongingness and deep emotional security where each member can be creative and satisfy some of the psychological needs of the individual.

Harmony among group members can promote desirable changes when all have the opportunity to relate to each other and work collectively. A belief of Whyte (1956, p. 7) is:

> "That man exists as a unit of society; of himself, he is isolated, meaningless; only as he collaborates with others does he become worthwhile for, by sublimating himself in the group, he produces a whole that is greater than the sum of its parts."

When planning problem-orientated educational programs for groups, knowledge of the values of the group is important. Values serve as the screen or a sifting device, according to Kreitlow, et al. (1965, p. 46). Through them pass (or are inhibited before they pass) all impulses towards action or behavior. The stimuli that are consistent

with the individual value orientations are allowed to pass through and move along where they are sorted into objectives.

Research indicates (Woodruff, 1952) that for any group a knowledge of their interpersonal value orientations is paramount in essentially all undertakings.

The writer's study was concerned with the following questions:

1. What are the interpersonal value orientations of this group of Extension homemakers in Robeson County, North Carolina?
2. Is there a relationship between certain independent variables of age, ethnic group, educational level, income level and tenure in club work and the interpersonal value orientations of Extension homemakers?

Objectives and Hypotheses of the Study

Briefly stated, the objectives of the study are:

1. To determine the interpersonal value orientations of Extension homemakers in Robeson County as measured by Gordon's Survey of Interpersonal Values instrument which measures certain critical interpersonal values involving the individual's relationship to other people and their relationship to him. These are:
   a. support
   b. conformity
   c. recognition
   d. independence
   e. benevolence
   f. leadership.

2. To determine the relationship of the following personal-social factors to Extension homemakers' interpersonal value orientations:

   a. age

   b. ethnic group

   c. educational level

   d. income level

   e. size of family

   f. years in club work

The hypotheses:

1. Extension homemakers in Robeson County are heterogeneous in their interpersonal value orientations.

2. There is a relationship between Extension homemakers' interpersonal value orientations and the following personal-social factors:

   a. age

   b. ethnic group

   c. educational level

   d. income level

   e. size of family

   f. years in club work

Methods and Procedures In Brief

Population

The population for this study included all club members attending the Robeson County Extension Homemakers' Clubs during the first two weeks in June 1967.

Instruments

A two-part questionnaire was used in this investigation. The first part was designed to obtain information about the respondents concerning their age, ethnic group, educational level, income level, size of the family and years in club work. The second part was Gordon's Survey of Interpersonal Values.

Pretesting the Instrument

The instrument for this investigation was critically examined by graduate students in the Adult Education Seminar at North Carolina State University. It was pretested with the county home economics agents who administered the instrument to the research population. The researcher also pretested the instrument with a group of Extension homemakers in Robeson County who were characteristic of the population from which the data was gathered.

Collection of Data

The data for this investigation were obtained from a self-administered questionnaire. The home economics extension agents were trained by the researcher to make the survey in the regular Extension homemakers' club meetings. Time of administering the questionnaire varied from club to club, from twenty minutes to forty minutes, depending upon the age and educational level of the respondents. Home economics Extension agents in charge of the meetings collected and returned data to the researcher for analysis and interpretation.

Analysis of Data

The instrument was hand scored and precoded for IBM tabulation. Data were punched onto IBM cards and analyzed by the data processing

facilities at North Carolina State University. The major statistical methods used to analyze the data included calculations of percentages, means, frequency distributions, standard deviations and chi square values.

REVIEW OF THE LITERATURE AND THEORETICAL CONCEPTS

A considerable amount of literature has already been cited in support of the general objectives of this study, as well as to build a rationale for the hypotheses and the selection of the instrument to be used. In this section the literature falls into two major categories. First, there are statements from the various authorities that were responsible in part for the general direction of this study and for the area of thought which was conveyed to the researcher about values, interpersonal value orientations, and the role of values in working with Extension homemakers. Secondly, studies which have dealt with values in a similar manner as this study will be included in the review of literature.

Values and Value Orientations

In everyday conversation as well as in the literature the term "value" has different meanings. The most basic characteristic and one on which there is general agreement is that personal values are concepts. They are an individual's idea of conditions and objects that give meaning to life for him and reality as he thinks it ought to be. These ideas may be emotionally charged, but in describing them, Williams (1960) indicated that they are more than pure sensations, emotions, reflexes, or so called needs for they are cognitive concepts.

Williams (1960, p. 403) defines values as:

> "the goals or ends of actions and are as well components in the selection of adequate means."

According to Kluckhohn (1954) there is a union of reason and feeling inherent in the word value. If the rational element is omitted something

not very different from attitude or sentiment is left. If the affective aspect is omitted there remains something resembling ethics. Value has therefore an affective as well as a cognitive dimension. Both components must be included in any definition of value.

Values concern standards of desirability and they are couched in terms of good or bad, beautiful or ugly, pleasant or unpleasant, appropriate or inappropriate. Values imply a code or standard which has some persistence through time. They organize a system of action. Conveniently and in accordance with usage values place things, acts, and ways of behaving on the approval-disapproval continuum.

Murphy et al (193?, p. 199) writing from the social physchological point use the term thusly:

> "A value is simply the maintenance of a set towards the attainment of a goal, especially when the goal is remote."

They tend to relate values to needs in the sense that objects acquire value as a means of satisfying a need. The central fact about values according to these writers is that they arise from definite wants so that a value is characteristic of an object which makes it desired or desirable or to be sought after.

Cronbach (1963) states that values affect all thinking and all satisfaction and discontent. They determine what problems one thinks about and what solutions one accepts. A person whose values are not accepted by his associates is certain to be in conflict.

Linton's (1936, p. 157) definition of values is more specific:

> "A value may be defined as any element, common to a series of situations which is capable of evoking an overt response in the individual."

According to Tead (1951, p. 50) man is a value-seeking, value-offering and value-building animal. He states that:

> "A value in this sense is an influence which is held in high regard by the individual, that is held as valuable--to an extent sufficient to help determine his choice of behavior."

Values are not purely a personal statement of preferences according to Friedman (1963). He contends they reflect what an individual or his group believe they ought to or should desire, acquiring this status from the culturally transmitted norms which regulate human behavior. These viewpoints suggest that as man seeks social approval he looks to his culture to acquire his values and selects those for determining his behavior which he is reasonably certain will meet social approval.

According to Allport (1937, p. 228):

> "Values are areas of master sentiments. They are affectively loaded ideas about life purposes."

Slostrom and Cottrell (1955) suggested that values are what sets a man into motion in regards to his environment. Adler (1956) defines values in terms as being synomonous with actual behavior, overt or verbal.

Kohlmann (1963, p. 819) concluded that values are private or personal in the sense that they are part of the inner life of the individual and differ greatly among individuals.

> "Individuals have widely varying degrees of awareness of their values since some values may be explicit and others implicit. Explicit values have been identified as those which are readily expressed or asserted. They are usually verbalized by the individual because he is conscious of them. Implicit values must be inferred from the individual's behavior."

Dewey (1949) talked about values in the context of selective-rejective behavior directed by an anticipation or foresight of the outcome of stated behavior. He believed that values do and should change as human needs and the human environment changes.

Bertrand (1967) suscribes to the idea that values should not be conceived as dichotomous in nature, that is, as having discrete or clearly separated classes. Rather they should be seen as differing in degree of intensity and along a range from extremely positive to extremely negative. He elaborates this idea in his discussion of internalized and dominant values. Internalized values serve to unmask deliberate or inadvertent attempts to cover up one's feelings. Dominant values are said to be those which take precedence over others and are evident in choices made relative to alternate courses of action in everyday activities.

Definitions of values differ according to the discipline from which they originate.

Williams (1960, p. 400) lists four qualities of values as follows:

1. They have a conceptual element which is more profound than mere sensations, emotions or needs.
2. They are affectively charged or involve some understanding which has an emotional aspect.
3. They are not concrete goals of action, but do relate to goals in that they serve as criteria for their selection. One strives for those things he places value on.
4. They are important matters and not in the least trivial to the individual. This can be seen in the fact that values relate to choices, which in turn precede action.

Williams further points out that values are shared by many individuals and thus by an effective concensus of the group, considered as matters of collective welfare.

Some of the characteristics that seem to run through the definitions cited above suggest that values are what might be termed hypothetical constructs. They are not objects or goals nor are they needs, interests, wants or desires. But they are tied to all of these. On one hand, they are expressions of wants, interests, desires and needs since they are preferences. But in addition to being expressions of these characteristics, they are also expressed by them. Values affect one's perception and thus, his wants and desires. Values have a connotation of right or should. They represent the desirable. Values are what people think are important in order to live the kind of life they want to live.

From the foregoing it can be concluded that values are concepts of desirable objects and conditions which are synthesized from an accumulation of experience and which tend to endure through time. Regardless of whether they are explicit or implicit, values influence perception, attitudes and overt acts. Values may be positive or negative, occurring in patterns or forming a heirachy in which some values serve as means to an end while others serve as ultimate ends. A system of values is an integrated structure of needs, attitudes and interests within the personality which motivates or restricts behavior.

In studying the character of a group of people it is in order to look not only at this and that detail of conduct, occupation or religious interest but at the orientation or beginning as well as the ends which the group pursues.

Kluckhohn (1949, p. 409) makes a very salient point when he contends:

> "that there is a philosophy behind the life of every individual and of every homogenous group at any given point. Value orientations are complex but definitely rank ordered principles resulting from the transactional interplay of these analytically distinguishable elements of the evaluative, the cognitive, the affective, and the directive elements which give order and direction to the over flowing stream of human acts and thoughts as these relate to the solutions of common human problems."

Berelson and Stiener (1964, p. 56) state that:

> "the ends or goals or any man's actions themselves are not randomly determined. There is a consistency in them. The framework which provides consistency is ... his value orientations."

Modern man lives with and by the rapidity of change. Yet, from the literature, it is evident that changes in value orientations are slow to come. Chinoy (1954, p. 41) shares this belief:

> "Despite constantly changing social norms, social relationships and group structure there is a substantial amount of persistancy and stability of values, beliefs, relationships and standards of behavior frequently over long periods of time. Value orientations are at the beginning of each individual life space and affect the structuring and direction towards which the individual moves."

The extensive search of the literature indicated that for any group a knowledge of their value orientations is paramount in essentially all endeavors. England (1967) in his research with American managers contends that there are two sets of values; operative, which are the behavior channeling values of an individual and adoptive values, which are those that are vocalized but are not acted out. His classical assertions gave significance to this study.

1. Personal value systems influence a manager's perception of situations and problems he faces.
2. Personal value systems influence a manager's decisions and solutions to problems.
3. Personal value systems influence the way in which a manager looks at other individuals and groups of individuals; thus, they influence interpersonal relationships.
4. Personal value systems influence the perception of individual and organizational success as well as their achievement.
5. Personal value systems set the limits for the determination of what is and what is not ethical behavior by a manager.
6. Personal value systems influence the extent to which a manager will accept or will resist organizational pressures and goals.

Bertrand (1967) suggests that the study of values serves a basic function with many types of planning for the future. When it is determined that an individual is characterized by certain value orientations, steps may be taken to allow for or change this orientation.

Classification of Value Orientations

The disciplines of philosophy, sociology, psychology and anthropology furnish the following classification of value orientations.

According to Parsons and Shils (1951, p. 58-60) there are three classes: (1) existential values as properties of man and the universe, accepted as universal but vary from culture to culture, (2) normative values that are normative directive and deal with aughtness or right and good, and (3) idiosyncratic values that are strictly personal but vary from individual to individual.

Morris (1956) classified values in paths or styles of living or dominant value orientations. This classification has been used in several studies by researchers.

Von Mering (1961, p. 64) refers to his schema as a grammar of values which operates on something of a continuum.

Weick[3/] explained this continuum thusly:

> "At the lower end of this continuum are simplistic values, those that are pragmatic and private standards principally self-centered. As a person moves along the continuum, isolative values are next encountered. These are socially inclusive but situationally bound. This set compromises almost entirely the 'group ethics.' Inclusive values are of the next order. These are more complex and recognized rewards, sanctions, equality, and morality. The more universal values are termed comprehensive values. These are widely held and encompass comprehension of others. These are the values which are derived from intensive and prolonged social experience."

Williams (1960, p. 417) has developed a comprehensive list of value orientations found in American society.

> "The following constitute the value orientations of all Americans despite the size and complexity of the nation. (1) Achievement and Success, (2) Activity and Work, (3) Moral Orientation, (4) Humanitarian Mores, (5) Efficiency and Practicability, (6) Progress, (7) Material Comfort, (8) Equality, (9) Freedom, (10) External Conformity, (11) Science and Secular Rationality, (12) National Patriotism, (13) Democracy, (14) Individual Personality, (15) Racism and Related Group Superiority Themes."

These value orientations do not operate in a single separate unit but are continually shifting and recombining configurations marked by a very complex interpenetration of conflict and reformation.

All values involve what may be called a social reference rather than being purely personal they are in fact shared. Value orientations

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[3/] R. Weick, 1967. Values and Organization of Conflict. A Term Paper. University of North Carolina, Chapel Hill, N. C.

must be considered when relating cultural tradition to changes and programs needing implementation.

Gordon (1960) suggests a classification of interpersonal value orientations that serve as the framework for this study. He purports that at the level of human social action, the differentiation of six major interpersonal value dimensions appear. These are important when there are situations involving the individual's relationships with other people or their relationships with him. These six value dimensions are support, conformity, recognition, independence, benevolence and leadership and they are defined as follows:

Support: being treated with understanding, receiving encouragement from other people, being treated with kindness and consideration.

Conformity: doing what is socially correct, following regulations closely, doing what is accepted and proper, being a conformist.

Recognition: being looked up to and admired, being considered important, attracting favorable notice, achieving recognition.

Independence: having the right to do whatever one wants to do, being free to make one's own decisions, being able to do things in one's own way.

Benevolence: doing things for other people, sharing with others, helping the unfortunate, being generous.

Leadership: being in charge of other people, having authority over others, being in a position of leadership or power.

Gordon further elaborates the point that a person's values may determine to a large degree what he does and how well he performs. The presence of strong, incompatible values within the individual or conflict between his values and those of others may affect his efficiency and personal adjustment.

The Measurement of Values

The review of research indicated that researchers have used a variety of instruments for measuring and separating the selected groups or clusters of values.

The Allport-Vernon Study of Values has been used extensively with persons above the thirteenth grade level. This scale classifies values into six major categories: theoretical, economic, aesthetic, social, political and religious. This instrument has been used by many researchers. Richardson (1940) found that both college and adult females have a correlation between their friendship patterns and their values. Crawford's (1956) study using the same instrument gives evidence that values have an effect on the way a person thinks. In the latter experiment the subjects were correlated in their critical thinking and their value systems. Crawford's results indicated a correlation between critical thinking and value systems. Loomis (1943) in studying schools in the South Western region among American and Spanish students indicated that members of ethnic groups tend to associate more freely with each other in their own groups.

Rosenburg et al. (1957) found that values tend to affect occupational choices. Kinnane and Gaubinjer (1963) tested the hypothesis that life values have a significant and positive correlation with work values.

The hypothesis was supported at the .01 level. Differences in values of various income levels is reported by Hyman (1953). Lundberg (1950) contends that it is possible to infer values of groups from the way they habitually spend their time, money and energy. Dill, Hilton and Reitman (1962, p. 133) states:

> "Because we all depend greatly on clues from others to help us decide which values and goals are worthwhile, our personal standards of success inevitably reflect the standards of individuals and groups with whom we come in contact."

A good deal of research has been done in the area of values and perception. The Postman, Brunner and McGinner (1948) study is recognized as classical today. They found that an individual's value orientations make for perceptual sensitization to valued stimuli. This leads to perceptual defense against inimical stimuli, giving rise to a process of value resonance which keeps a person responding in terms of objects valuable to him. This process continues even when such objects are absent from the person's immediate environment.

People perceive and react differently, apparently because of their values. Combs and Snygg (1959, p. 449) states:

> "Goals and values differentiated in the phenomenal field have an order and selecting effect upon perception."

Gordon's Survey of Interpersonal Values provides an approach to the study of values. Interpersonal values are important in the individual's personal life, social relationships, marital adjustment and occupational success. This instrument has been used to study the relationship between values and job satisfaction, participation, group effectiveness, similarity and differences in values as related to marital adjustment, age changes in value patterns, group differences in values, and the effect of various

types of intervening experiences on value patterns. Gordon's instrument served as the measuring device for this study.

Miller (1964, p. 7) added impetus and gave the researcher encouragement in the present study when he concluded:

> "Values present the most difficult testing task because they cannot of course, be false; they cannot be accepted or rejected. We test values either by examining their goodness or fit, as we do beliefs or by following out their logical consequences but we cannot fail to be impressed by daily evidence that most horrible consequences will often fail to deter people from behavior rooted deep in a value system."

Summary

The analysis presented in the foregoing was an attempt to focus on definitions of values and research on value orientations. The review of the literature suggests that the concept of value has numerous definitions.

The concepts, theories, and research, reviewed in this section provided the theoretical framework for the design and direction of this study.

Gordon's Survey of Interpersonal Values was the instrument used in determining the interpersonal value orientations of Extension homemakers in this study.

THE PROCEDURES OF THE STUDY

Introduction

The procedures for conducting this study were divided into the following steps: first, the preliminary work was done by the researcher which included identifying the problem, developing the research proposal, and reviewing the literature that furnished the design and scope for the study. Second, there was the administration of the instrument by the staff of the County Extension Office located in Robeson County. The final stage of the research involved the coding and analysis of the data by the researcher.

Assumptions

First, it was assumed that a study of the interpersonal value orientations of Extension homemakers would be valuable to the homemakers taking part in the study as well as those Extension home economists in Robeson County who work with the homemakers. Gallup and Wilson (1955) concluded that both homemakers and agents benefited from evaluation in an Extension program. Rapport is often established through the process of involvement. Homemakers gain helpful insight into their personal values simply from having to make choices from the statements in the instrument.

Another assumption was that an instrument could be found that would meet the following criteria:

1. It would yield data that would be both reliable and valid,
2. It could be administered by the home economics agents and would not upset scheduled programs,

3. It would include certain interpersonal values of interest for investigation to the researcher, and
4. Extension homemakers could recognize the different value dimensions and make choices based on those of importance to them individually.

It was further assumed that the instrument would yield value dimensions that the homemakers would regard as too personal to disclose otherwise. This assumption was suggested by the review of Gordon's Instrument, by John Hemphill (Buros, 1964, p. 185). He states:

> "that the forced choice format is used and is based upon the results of factor analysis. The survey consists of thirty groups of three statements each. The examinee first responds by selecting the one of the three which represents 'What you consider to be most important to you,' then he selects the one he considers to be least important to him, leaving the third statement unmarked."

Thus, the respondent reveals his inner feelings without reservations, or is uninhibited in his responses.

Selection of The Instrument

At an early step in the investigation, an instrument designed to identify and determine the interpersonal value orientations of Extension homemakers was sought. An investigation into the study of values in the social sciences can be classified into one of the three categories according to Wilson and Nye (1966, p. 4):

> "1. Those that infer values solely and directly from respondent's verbal statements or responses in reaction to symbolic desiderata,
>
> 2. Those that infer values from behavioral patterns, exclusive of respondent's verbal statements,
>
> 3. Those that infer values from a combination of the above categories."

Wilson and Nye (1966) reported that most value research falls under Category I. The present study also falls under Category I.

After a review of the literature the choice of instruments was narrowed down to two, Gordon's Survey of Interpersonal Values and Allport-Vernon's Study of Values. Both of these instruments infer values from the respondent's reactions to value statements.

The Allport-Vernon value scale is designed to ascertain the degree to which six values are found in the individual. It consists of a number of questions upon a variety of familiar situations to which alternative answers are provided. The instrument categorizes the values of man into six patterns: theoretical, economic, aesthetic, social, political and religious. Due to the fact that the language in the instrument was geared to college level respondents it was not suitable for use with the Robeson County Extension homemakers.

Gordon's Survey of Interpersonal Values determines what the individual considers to be important in his relationships with other people and their relationships with him. The author implies that if what a person considers to be important is known, then what he values is obvious. The Survey of Interpersonal Values attempts to provide measures within one segment of the value domain.

Forced choice format is employed in the Survey of Interpersonal Values. The instrument consists of thirty sets of three statements or triads. For each triad, the respondent indicates one statement as representing what is most important to him. Within each triad, three different value dimensions are represented. The three statements within

each set were equated for social desirability as far as possible. Gordon (1963, p. 4) states:

> "in this way the likelihood of the individual's responding to the favorableness of the statement rather than to its degree of importance to him is reduced."

The reliability of the Survey of Interpersonal Values is described by Gordon (1963). Regarding this reliability (Gordon, 1963, p. 9) states:

> "If the data are to be used for survey purposes, there must be some assurance that they reflect the concerns of the group which remain reasonably stable over a period of time. Evidence of this type comes from two studies. Test-retest reliability coefficients for the S.I.V. scales were determined from scores obtained by administering the S.I.V. twice to a group of 79 college students within a ten-day interval between administration. Reliabilities were also estimated by the Kuder-Richardson formula on data based on a sample of 186 college students. These reliabilities are sufficiently high to permit interpretation of the S.I.V. scores for individual use."

The author of the instrument pruports that an individual's motivations to make a good impression on a personality test have been found to vary with the conditions of testing. Forced-choice inventories have been found to be only moderately susceptible to this problem.

The validity of the instrument is also discussed by Gordon's Manual (1963, p. 9). The author states that since the instrument was developed through factor analysis, insofar as the factors conform to a very large extent to those found in other factor analyses, the scales may be considered to represent reliable discrete categories and can be said to have factorial validity.

This claim is strengthened by the fact that, subsequent to the factor analysis, the scales maintain their internal consistency through repeated item analyses for samples of various compositions.

In the face of the continued and extensive use in circumstances involving adults not unlike those of this study, this investigator had no reason to question either the reliability or the validity of the instrument.

An information sheet was designed as a part of this study to obtain information pertaining to personal-social factors of the respondents in order that an analysis of the data could be made in accordance with the purpose of the study. The information sheet and the survey instrument were pretested with a group of Robeson County Extension homemakers similar to those who would be involved in the study. This pretest gave the researcher assurance that the respondents would cooperate and not have difficulty in completing the survey.

Selection of the County

The selection of the county for this study was based on several factors. First, this county was one in which the researcher held an interest by virtue of having worked with the Extension homemakers for fifteen years. Secondly, the county contained an interested staff, willing and capable of administering the instrument. This staff was in a position to make the necessary arrangements with the local Extension homemakers for their cooperation in the study. The membership of the Extension homemakers' clubs was large enough to make the study meaningful. Since the study would include Extension homemakers from each geographic area of the county, it contained enough variety among the age groups and other factors which were of prime interest in the study.

The Study Population

The study population consisted of all members that attended the Extension homemakers' clubs during the first two weeks in June 1967 in Robeson County. Seventeen Extension Homemakers' Clubs were involved in this study. They ranged in size from ten to twenty-five members. This included Extension homemakers from the three ethnic groups: Negroes, Indians and Whites in Robeson County. This also included respondents with diversity in other personal-social factors in accordance with the study.

Instructions to the Administrators of the Instruments

Written instructions were provided for the administrators of the instruments in order to standardize as many conditions as possible. A second instruction sheet outlined the manner in which the material was to be presented to the Extension homemakers. Samples of the written instructions for the administration of the instruments are contained in the Appendix to this study.

It was impossible to assume that each group would receive the material under exactly the same conditions. Not all clubs met at the same hour of the day or under the same physical conditions. For this reason, special care was taken to outline the presentation of the material in some detail to avoid conditions under which the Extension homemakers might have felt rushed for time or forced to go through the instrument with little regard for accurate choices.

Maintaining Surety of Responses

The information sheet and the instrument were handled in sets. A set of these two sheets was stapled together with each sheet bearing a

duplicate number of the other. The numbers on the two sheets were arranged in such a manner that a final check could be made at the time of transferring the score from the instrument to the information sheet. Value scores were transferred to the information sheet. Transferring the value scores from the instrument to the information sheet placed all of the data for one individual on one sheet. Thus, only one piece of material needed to be handled in the coding, tabulations, and sorting process.

For the purpose of this study, an effort was made to allow the respondents complete anonymity in regards to their responses. A study by Fisher (1946) in which a forced-choice instrument was used indicated that the:

> "use of signatures on the personal questionnaires (particularly in the case of highly personal items or serious problems) appears to have a relatively inhibitory effect on the honesty and frankness of the people responding to them."

Since it was desirable to obtain the most accurate rating of the six value dimensions under the study, there was no reason for attaching names to the responses for this study. Precautions were taken to assure the homemakers that any information placed on the information sheet and on the answer sheet would be treated with complete anonymity.

Administration of the Instruments

The actual administration of the material was done by the home economics Extension staff of the Robeson County Extension Service. These individuals are college-trained, and experienced in working with the adult women. They were supplied with all of the material pertaining to the study as well as the written instructions previously

mentioned. They were encouraged to become familiar with the purpose of the study and the materials used in connection with it. Administrators were instructed to give the same interpretation any time a comparable question arose regarding the instruments in order to provide uniformity.

The first obligation of the administrators was to inform the club presidents of the study and ask for the inclusion of the administering of the instrument on the agenda. They were also responsible for administering the instrument to themselves prior to the first club meetings in June. After administering the instruments, the agent was responsible for returning them to the researcher in the instructed manner.

Tabulation

Several steps were necessary in preparing the data for the punch card operation. The first task was to total the choice marks for each of the value dimensions of the instrument and record these on the information sheets. No value dimension scored more than 30. If the instrument had been correctly market and accurately scored, the total score for all six dimensions equalled 90. The answer sheet and the information sheet were then separated and the total count for each of the value dimensions were transferred to the information sheet. Information sheet data were coded onto the left hand margin in red pencil for quick recognition by the punch card machine operators.

Statistical Analysis

The major statistical methods used to analyze the data included calculations of percentages, means, frequency distributions, standard

deviations and chi square values. The chi square test was used to determine the statistical significance of relationships among variables. The .001, .01 and .05 levels were considered to be significant.

FINDINGS OF THE STUDY

Introduction

This section presents an analysis and an interpretation of the data concerning the personal-social characteristics of Robeson County Extension homemakers, their six interpersonal value orientations and the relationship between personal-social factors and the interpersonal value orientations of the respondents.

Personal-Social Characteristic of the Respondents

Some general characteristics of the 267 Robeson County Extension homemakers are given in this section. Data were obtained from Gordon's Survey of Interpersonal Values and an Information Sheet. The information was collected by home economics agents in regular club meetings during the month of June 1967.

Age

The Robeson County Extension homemakers (267) included in this study were all members who attended the 17 clubs during the first two weeks in June 1967. The data in Table 1 show the age distribution of the respondents.

Table 1. Robeson County Extension Homemakers Classified by Age

Age	Total Number	Total Percent
25 or less	26	10
26 - 35	58	22
36 - 45	88	33
46 - 55	63	23
56 or more	32	13
Total	267	101

Nearly 65 percent of the homemakers were forty-five years of age or under while only 13 percent were over fifty-six years old. It is apparent from the table that the majority of the homemakers in the study were below 45 years of age.

Ethnic Group

The three ethnic groups represented in this study were fairly evenly distributed. Table 2 shows that 87 or 32.5 percent of the respondents were White, 89 or 33.5 percent of the respondents were Indians and 34 percent or 91 were Negroes.

Table 2. Robeson County Extension Homemakers Classified by Ethnic Group

Ethnic Group	Total Number	Total Percent
Whites	87	32.5
Indians	89	33.5
Negroes	91	34.0
Total	267	100.0

Level of Formal Education

Table 3 shows that 134 or 51 percent of the respondents were high school graduates. Those with four or more years of college training made up 9 percent or 26 of the respondents. Forty percent of the respondents had less than a high school education.

Table 3. Robeson County Extension Homemakers Classified by Level of Formal Education

Level of Formal Education	Total Number	Total Percent
Completed 1-8 grades	107	40
Completed high school	134	51
Completed college	26	9
Total	267	100

Income Level

Table 4 shows that 39 percent of the homemakers studied had incomes of less than $3,000.00 while 49 percent had incomes of between $3,000 and $6,999. Twelve percent reported incomes of above $7,000. It is apparent from Table 4 that the majority of the homemakers, 61 percent, reported incomes above $3,000.

Table 4. Robeson County Extension Homemakers Classified by Income Level

Income Level	Total Number	Total Percent
Less than $1,000	29	11
$1,000 - $2,999	75	28
$3,000 - $4,999	96	36
$5,000 - $6,999	34	13
$7,000 or more	33	12
Total	267	100

Family Size

Table 5 shows the respondents classified by family size.

Table 5. Robeson County Extension Homemakers Classified by Family Size

Size of Family	Total Number	Total Percent
2 - 5 members	194	73
6 - 9 members	70	23
10 or more	3	1
Total	267	100

The majority of the respondents, 194 or 73 percent reported family size as 2 - 5 members. Twenty-three percent reported family size as 6 - 9 members while only 3 respondents, or 1 percent, reported families

of 10 or more members. These data indicated that the Extension homemakers' family size is slightly below the county's average which is six members (U.S. Census, 1960, p. 34).

Years in Club Work

Table 6 shows that 56 percent or 150 of the respondents have ten years or less in the Robeson County Extension homemakers' clubs. Ninty-four percent had less than twenty years while 6 percent had more than twenty-one years as members.

Table 6. Robeson County Extension Homemakers Classified by Tenure as Club Members

Years in Club Work	Total Number	Total Percent
Under 5 years	99	37
6 - 10 years	51	19
11 - 15 years	72	28
16 - 20 years	29	10
21 years or more	16	6
Total	267	100

A careful analysis of the data indicated a fairly large number of respondents with less than five years of club work, 99 members or 37 percent.

The Six Interpersonal Value Orientations of Extension Homemakers

This section provides information about the ranking of the interpersonal value orientations of "support," "conformity," "recognition," "independence," "benevolence" and "leadership" by the Extension homemakers. These six values were the dependent variables for this research. The specific objective was to determine the interpersonal value orientations

of Extension homemakers in Robeson County as measured by Gordon's Survey of Interpersonal Values. The following hypothesis was developed: Extension homemakers are heterogeneous in their interpersonal value orientations of "support," "conformity," "recognition," "independence," "benevolence," and "leadership."

In scoring Gordon's Survey of Interpersonal Values no respondent could score more than 30 in one value orientation nor more than 90 in the composite value dimensions.

Table 7 shows the mean scores and rank order preferences for the six interpersonal value orientations according to the total population and the three sub-groups.

As can be noted in Table 7 the interpersonal value orientation of "benevolence" was ranked as highest in importance by the total group as well as by each of the sub-groups. "Conformity," "support," "independence," and "leadership" interpersonal value orientations were rated in descending order of preference by the total group. All ethnic groups ranked "benevolence," "conformity" and "support" in the same order of preference. There was a slight variation in the ranking of the other interpersonal value orientations by thesub-groups as depicted in Table 7.

The means and standard deviations of the interpersonal value orientations of the Extension homemakers are shown in Table 8. The total group of Extension homemakers rated "benevolence" highest but it also had a standard deviation of 6.1. This is the highest variance for the total group among the interpersonal value orientations. The relatively large standard deviation indicated in Table 7 suggests that Extension homemakers are rather heterogeneous in their interpersonal value orientations, thus; tending to support the hypothesis stated earlier.

Table 7. Mean Scores and Rank Order Preferences for The Six Interpersonal Value Orientations According to The Total Population and The Three Sub-groups of Robeson County Extension Homemakers

Interpersonal Value Orientations	Total Population N = 27		White Group N = 87		Indian Group N = 89		Negro Group N = 91	
	Mean Score	Rank	Mean Score	Rank	Mean Score	Rank	Mean Score	Rank
Benevolence	19	1[a]	20	1	18	1	18	1
Conformity	16	2	16	2	17	2	16	2
Support	16	3	15	3	17	3	15	3
Independence	13	4	15	4	11	6	14	4
Leadership	12	5	11	6	13	4	13	5
Recognition	11	6	11	5	12	5	12	6

[a]1 is equal to the highest in preference. Interpersonal Values are listed in descending order of importance.

Table 8. Mean Scores and Standard Deviations for The Six Interpersonal Value Orientations for The Total Population and The Three Sub-groups of Robeson County Extension Homemakers

Interpersonal Value Orientations	Total Population N = 287		White Group N = 87		Indian Group N = 89		Negro Group N = 91	
	Mean Score	Standard Deviation	Mean Score	Standard Deviation	Mean Score	Standard Deviation	Mean Score	Standard Deviation
Benevolence	19	6.1	20	5.2	18	5.3	18	7.3
Conformity	16	4.5	16	4.0	17	5.0	16	4.3
Support	15	4.2	15	4.7	17	4.3	15	3.3
Independence	13	5.6	15	4.9	11	5.3	14	5.6
Leadership	12	5.3	11	5.5	13	5.0	13	5.2
Recognition	11	4.6	11	4.3	12	4.9	12	4.6

Relationship Between Personal-Social Factors and The Six Interpersonal Value Orientations of The Extension Homemakers

This section provides information concerning the relationship of the Extension homemakers interpersonal value orientations and the personal-social factors of age, educational level, income level, family size, years in club work and ethnic group. These personal-social factors were the independent variables for this research.

The following hypothesis was developed: There is a relationship between Extension homemakers interpersonal value orientations and the following personal-social factors:

1. Age
2. Educational level
3. Income level
4. Family size
5. Years in club work
6. Ethnic group

The data in Table 9 show the significant chi square values for the six independent variables: age, educational level, income level, family size, years in club work and ethnic group; and the six dependent variables: "support," "conformity," "recognition," "independence," "benevolence" and "leadership." The data in Table 10 indicates where significant differences occur among the independent and dependent variables at the .001, .01, and .05 levels.

Table 9. Chi Square Values for Associations Between Independent and Dependent Variables Among The Total Group of Robeson County Extension Homemakers

Independent variables (Personal-Social Factors)	Dependent variables (Six Interpersonal Value Orientations)					
	Support	Conformity	Recognition	Independence	Benevolence	Leadership
Age	7.77	10.33	12.08	19.58	20.08[c]	10.03
Educational level	4.01	4.01	10.56[c]	10.70[c]	6.35	1.36
Income level	23.64[a]	6.50	24.46[c]	9.17	15.63[c]	15.72[c]
Family size	3.12	9.72[c]	7.87	5.46	1.23	5.95
Years in club work	8.90	5.12	30.43[b]	28.72[b]	22.89[a]	10.93
Ethnic group	29.53[b]	16.04[a]	15.51	36.72[b]	10.93	5.61

[a][b]Chi-square value significant at .01 level.
[c]Chi-square value significant at .001 level.
Chi-square value significant at .05 level.

Table 10. Statistically Significant Associations Between Six Personal-social Factors and Six Interpersonal Value Orientations of The Total Group of Robeson County Extension Homemakers

Dependent Variables	Independent Variable					
	Age	Educational Level	Income Level	Family Size	Years in Club Work	Ethnic Group
Benevolence	.05		.05		.01	
Conformity				.05		.01
Support			.01			.001
Independence		.05			.001	.001
Leadership			.05			
Recognition		.05	.05		.001	

Age

Among the 287 Extension homemakers age was significantly associated with only their "benevolence" interpersonal value orientation at the .05 level according to Table 10.

Educational Level

According to the chi square test of significance the Extension homemakers educational level and their interpersonal value orientations of "recognition" and "independence" were related.

Income Level

There was a relationship between the Extension homemakers income level and their interpersonal value orientations of "benevolence," "support," "recognition," and "leadership."

Family Size

Apparently family size is not generally related to their interpersonal value orientations because only "conformity" showed a relationship.

Years in Club Work

The interpersonal value orientations and Extension homemakers' years in club work showed a definite relationship. This association was shown in the following interpersonal value orientations: "benevolence," "independence," and "recognition."

Ethnic Group

The personal-social factor of "ethnic group" and the Extension homemakers' interpersonal value orientations showed a significant association. This can be noted in Table 10 where "conformity," "support," and "independence," three out of six interpersonal value orientations, showed a relationship.

Summary

The 267 Extension homemakers represented in this study includes all members attending the clubs during the first two weeks in June 1967 in Robeson County.

The Extension homemakers were rather heterogeneous in their interpersonal value orientations. However, the total group and the sub-group ranked the interpersonal value orientation of "benevolence" highest. There was a slight variation in the ranking of the five other interpersonal value orientations. While there is some similarity between mean scores of the ethnic groups there is a good deal of variation within groups as is evidenced by the fairly large standard deviations in Table 8.

In the interaction of Extension homemakers' interpersonal value orientations and the six personal-social factors significant associations were demonstrated in 14 out of 36 associations.

SUMMARY, CONCLUSIONS, IMPLICATIONS AND RECOMMENDATIONS

Introduction

The purpose of this research was to determine the interpersonal value orientations of Extension homemakers and the relationship of these values to certain personal-social factors. Specifically, the research was concerned with six interpersonal value orientations, "support," "conformity," "recognition," "independence," "benevolence," and "leadership" and the personal-social factors of age, educational level, income level, family size, years in club work and ethnic group. The data for this study were obtained from an Information Sheet and Gordon's Survey of Interpersonal Value.

The concepts of value and interpersonal value orientations as used in this research have reference to the preferences or choices people make in accordance to some standard, and the grouping of these preferences into patterns as people relate to each other. A person's values may determine to a large degree what he does or how well he performs.

Robeson County Extension homemakers were chosen for this study to gain an insight into their interpersonal value orientations and to determine if certain personal-social factors were related to their interpersonal values. A knowledge of Extension homemakers' values will provide a means of understanding them in relation to the situations that confront them.

Objectives and Hypotheses of The Study

Objectives

Specific objectives of the study were to:

1. Determine the interpersonal value orientations of Extension homemakers in Robeson County.
2. Determine the relationship of personal-social factors with interpersonal value orientations of Extension homemakers.

Hypotheses

To facilitate summary and the analysis of the data the following hypotheses were developed:

1. Extension homemakers in Robeson County are heterogeneous in their interpersonal value orientations of:
   a. Support
   b. Conformity
   c. Recognition
   d. Independence
   e. Benevolence
   f. Leadership
2. There is a relationship between Extension homemakers' interpersonal value orientations and the following personal-social factors:
   a. Age
   b. Educational level
   c. Income level
   d. Family size
   e. Years in club work
   f. Ethnic group.

Study Procedure

The population for this study included all club members attending the Robeson County Extension homemakers' clubs during the first two weeks in June 1967. A two-part questionnaire was used in this investigation to obtain information about the respondents concerning their interpersonal value orientations and personal-social factors.

Data were obtained through the Extension homemakers' club meetings when the Home Economics Extension Agents administered the study instrument to the members in attendance. The respondents were told that the information would be used as data for a thesis by the agent on study leave. The agents administering the questionnaire reported no reluctance to cooperate on the part of the Extension homemakers. Home Economics Extension Agents in charge of the meetings collected and returned data to the researcher for analysis and interpretation. The instrument was hand scored and precoded for IBM tabulation. Data were punched on IBM cards and analyzed by the data processing facility at North Carolina State University. The major statistical methods used to analyze the data included calculations of percentages, means, frequency distributions, standard deviations and chi square values.

Summary of the Findings

This section presents a summary of the findings with respect to (1) personal-social factors of the respondents, (2) a summary of the interpersonal value orientations and (3) the relationship of personal-social factors to the interpersonal values of the Extension homemakers.

Personal-Social Factors

Specific data relating to the personal-social factors of the Extension homemakers obtained from an Information Sheet is listed below:

1. The 267 Extension homemakers that were involved in this study included all members attending the 17 clubs during the first two weeks in June 1967.
2. Sixty-five percent of the respondents were under 45 years of age. As a group they were fairly young.
3. Fifty-one percent of the Extension homemakers were high school graduates.
4. Nearly forty percent reported incomes of less than $3,000.00.
5. Twenty-seven percent reported family size as more than six members.
6. Over one-half or fifty-six percent of the Extension homemakers reported less than 10 years of club work.
7. Of the 267 Extension homemakers in the study 87 were White, 89 Indians and 91 were Negroes.

The Six Interpersonal Value Orientations of Extension Homemakers

The major purpose of this research was to determine the interpersonal value orientations of Extension Homemakers in Robeson County. Extension homemakers were administered Gordon's Survey of Interpersonal Values that was designed to determine interpersonal value orientations. This instrument was designed in such a manner that the homemakers indicated a statement in a triad that was "most" important and the one that was "least" important. There were 30 clusters of statements for the Extension homemakers to respond to. Six interpersonal value dimensions

were represented in the instrument. Extension homemakers could score as much as 30 points in any one of the six interpersonal value dimensions or a total of 90 for all six values.

The following hypothesis guided the analysis of the data: Extension homemakers in Robeson County are heterogeneous in their interpersonal value orientations of "support," "conformity," "recognition," "independence," "benevolence" and "leadership." The large standard deviations reported in Table 11 tend to support this hypothesis.

Relationship Between Personal-Social Factors and Interpersonal Value Orientations

Table 12 presents a summary of the extent to which there was a relationship between personal-social factors of age, educational level, income level, family size, years in club work and ethnic group and the Extension homemakers' interpersonal value orientations. These interpersonal value orientations are "support," "conformity," "recognition," "independence," "benevolence" and "leadership."

The following hypothesis guided the analysis of the data: There is a relationship between Extension homemakers' interpersonal value orientation and certain personal-social factors. The data in Table 12 point out these instances where the hypothesis was supported at the .05 level and above.

Table 11. Rank Order Preferences and Standard Deviations for The Six Interpersonal Value Orientations for The Total Population and The Three Sub-groups of Robeson County Extension Homemakers

Interpersonal Value Orientations	Total Population		White Group		Indian Group		Negro Group	
	Rank	Standard Deviation	Rank	Standard Deviation	Rank	Standard Deviation	Rank	Standard Deviation
Benevolence	1[a]	6.1	1	5.2	1	5.3	1	7.3
Conformity	2	4.5	2	4.0	2	5.0	2	4.3
Support	3	4.2	3	4.7	3	4.3	3	3.3
Independence	4	5.6	4	4.9	6	5.3	4	5.6
Leadership	5	5.3	6	5.5	4	5.0	5	5.2
Recognition	6	4.6	5	4.3	5	4.9	6	4.6

[a]1 is equal to the highest in preference. Interpersonal Values are listed in descending order of importance.

Table 12. Statistically Significant Associations Between Six Personal-Social Factors and Six Interpersonal Value Orientations of Robeson County Extension Homemakers

Independent Variables	Dependent Variables
Age	Benevolence
Educational Level	Recognition, Independence
Income Level	Support, Recognition, Benevolence, Leadership
Family Size	Conformity
Years in Club Work	Recognition, Independence, Benevolence
Ethnic Group	Support, Conformity, Independence

CONCLUSIONS

The following conclusions were based on the analysis and interpretation of data obtained in this study.

1. Gordon's Survey of Interpersonal Values is a useful instrument for studying Extension homemakers' interpersonal values.
2. On the basis of the results of the study a typical Extension homemaker in Robeson County is under 45 years of age, has completed high school, has an income of less than $3,000.00, her family size is less than 6 members and she has been in club work less than 10 years.
3. Generally there was an agreement among the various ethnic groups for their ranking of the interpersonal values that are represented in the Gordon instrument.
4. Although there was general agreement among the groups in respect to the ranking of the interpersonal value orientations there were differences among the groups, and the following exceptions were noted:
   a. The total group ranked the interpersonal value orientations in the following order: "benevolence," "conformity," "support," "independence," "leadership" and "recognition."
   b. The White Extension homemakers ranked their preferences for the interpersonal values in the following order: benevolence, conformity, support, independence, recognition and leadership.
   c. The Indians ranked the values in the following order: benevolence, conformity, support, leadership, recognition and independence.

d. Benevolence, conformity, support, independence, leadership and recognition was the sequential order in which the Negro Extension homemakers ranked the value orientations.

5. Although there was general agreement about rank order preferences the fairly large standard deviations suggest considerable hetrogenity regarding individual interpersonal value orientations among the Extension homemakers.

6. Apparently, on the basis of the data, income level, years in club work and ethnic group are more associated with Extension homemakers interpersonal value orientations than their age, family size, and educational level.

IMPLICATIONS AND RECOMMENDATIONS

The present research implies that Extension homemakers have different interpersonal value orientations. This study suggests several implications for the Extension agent in regards to program planning and implementation.

1. The Survey of Interpersonal Values is a readily applicable instrument for assessing homemaker's interpersonal value orientations and requires no special training for its administration.
2. Differences noted in this study poses the question of whether the large group of non-extension homemakers would not fall into such a hierarchy of value preferences.
3. There is no implication that the six values in the instrument used in this study are the only ones of importance when studying the behavior of Extension homemakers.
4. Extension agents should be trained to be able to know how to assess and take into account the values of the clientele as a basis for program content, techniques and methods of relating information.
5. It is important that Extension agents understand the values of the homemakers for whom they furnish leadership in order that they may appreciate the patterns of their social behavior as well as plan for desirable behaviorial changes.
6. In any situation where there is a continuing relationship and repeated contacts it might be desirable to use Gordon's Survey of Interpersonal Values as a guidance and counseling instrument.

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APPENDICES

Appendix A. Glossary of Terms

For clarity of understanding and for the purpose of this study, the following definitions are offered:

Extension homemakers - persons who are active members of the Robeson County Extension Homemakers' Clubs.

Home Economics Extension Agents - professional members of the Cooperative Extension Service employed at the county level. For the Cooperative Extension Service, they are adult educators functioning as change agents.

Value - a standard by which judgments are made. Individuals find their values in the culture and create new value patterns through their reaction to what they find.

Value orientation - may be defined as a generalized and organized conception, influencing behavior, of nature, of man's place in it, of man's relation to man, and of the desirable and undesirable as they may relate to man-environment and interhuman relations. Such value orientations may be held by individuals, or in the abstract-typical form, by groups.

Interpersonal value orientations - the aspects of value orientation involving the individual's relationship to other people or their relationship to him.

Gordon's Survey of Interpersonal Values - a research instrument designed by Dr. Leonard V. Gordon to measure certain critical values involving the individual's relationships to other people or their relationships to him. These values are important in the individual's personal,

social, marital and occupational adjustment. The six values measure
are: Support (S); Conformity (C); Recognition (R); Independence (I
Benevolence (B); and Leadership (L).

Appendix B. Instructions for Administrators of Instruments

Sheet # 1

PURPOSE OF THE STUDY: The information which is sought in the course of this survey will be used in an attempt to determine if there is a difference between the interpersonal value orientations of Extension homemakers in Robeson County. This information will be analyzed in the course of preparing a thesis at North Carolina State University.

CLUB CONTACTS: It will be necessary to solicit the cooperation of the Robeson County Extension homemakers to obtain the information that is needed from them. Some factors to be considered are:

1. Extension homemaker's ability to follow instructions,
2. Time for administration of the instrument.

SAMPLING TECHNIQUES: Please be as carful as possible about following the suggested procedure. If there are questions please contact the researcher.

1. Extension homemakers to be used in the survey will include all club members attending club meetings in the first half of the month of June 1967.
2. Notify club presidents in order that they may include survey as a part of the agenda and allow time for participation.
3. Get commitments from all of the clubs to determine if they plan to participate.

QUESTIONS: If there are matters which have not been dealt with here and in other information which has been exchanged please contact the researcher as soon as possible.

ADDITIONAL INFORMATION

There will be another sheet, Sheet # 2, which will give the exact method of presenting the material. Refer to the sample material that has been provided and make yourselves familiar with them.

INSTRUCTIONS FOR PRESENTING MATERIALS

Sheet # 2

The conditions under which the survey instrument will be presented to the Extension homemakers will undoubtedly vary from club to club. However, the following form should be followed as closely as possible each time.

1. State the purpose of the survey.
2. Remind the Extension homemakers that this is not a test. Nothing they do as a result of responding to the material will bring a reflection on them in any way.
3. Remind the homemakers that there is no desire for names to be attached to the information and that no attempt will be made to connect names to responses. Therefore, their fullest cooperation is desirable.
4. Each Extension homemaker should receive the following material when they pause to begin the survey.
   a. One information sheet and one of the instruments stapled together.
   b. A pencil.
5. Present the above materials to the homemakers with the information sheet side up and on top.
   a. Give the instructions to the Extension homemakers.
   b. Be sure that the information sheet is properly marked by all of the respondents.
   c. Turn to the instrument and carefully read each statement to ascertain understanding among the group.

d. Check to see that each respondent makes the choices desired.

e. Collect all materials and be sure the two pages are stapled together.

6. Return all material to the County Extension Office.

7. Administrators should return material to the researcher as soon as possible after each club survey has been completed.

8. Should questions or circumstances arise which have not been discussed and settled prior use your discretion and attempt to be uniform in all like conditions.

Appendix C. Information Sheet

The information given on this page and on the checklist attached will be used in a research problem about Extension Homemakers. We do not want your name, however, all other information is important to the study. Your careful cooperation will be appreciated.

Answer each of your questions below by CHECKING the answer which best describes you or your family. Please answer every question.

I. ABOUT YOURSELF

1. AGE (check closest year)

_____Under 25
_____26 - 35
_____36 - 45
_____46 - 55
_____56 and over

II. YOUR HOME ECONOMICS EXTENSION AGENT (check your agent)

_____Mrs. Ann Fail
_____Mrs. Helen Sampson
_____Miss Thelma J. Feaster

III. EDUCATIONAL LEVEL (check one)

_____Completed 1-8 grades
_____Completed High School
_____Completed College
_____Others

IV. INCOME LEVEL (check closest income)

_____Less than $1,000 a year
_____1,000 - 2,999
_____3,000 - 4,999
_____5,000 - 6,999
_____7,000 or more

V. SIZE OF FAMILY (check one)

_____2 - 5 children
_____6 - 9 children
_____10 children and above

VI. NUMBER OF YEARS IN CLUB WORK: (check closest year)

_____ under 5 years
_____ 6 - 10 years
_____ 11 - 15 years
_____ 16 - 20 years
_____ 21 years and over

S C R I B L Total

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